Unit 4: Winter Concert Preparation weeks 1-16

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **First Semester**
Status: **Published**

UNIT RATIONALE

The Winter Concert provides an opportunity for students to continue to develop proper vocal technique, sight-singing skills, and musical literacy while preparing for a performance of various choral repertoire. These songs should address core musical concepts such as pitch, rhythm, meter, tonality, intonation, dynamics, melody, harmony, contour, diction, and expression. The concert itself forms a summative assessment for the unit, as well as an opportunity to bring music into the community.

ESSENTIAL QUESTIONS

- How can singers perform independently and with others using correct vocal technique?
- How can knowledge of musical literacy enhance the choral rehearsal process?
- How can singers use correct vocal technique and knowledge of musical concepts to sing with expression?
- What strategies can I use to prepare for a successful vocal or choral performance?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - Grades 6-8 - Visual and Performing Arts (2020) - Music

1.3A.8.Cr3a:
Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
1.3A.8.Pr4a:
Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
1.3A.8.Pr4b:
Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4d:
Identify and explain how cultural and historical context inform performances and result in different musical

effects.

1.3A.8.Pr4e:

Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

1.3A.8.Pr5a:

Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

1.3A.8.Pr6a:

Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Pr6b:

Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

1.3A.8.Re7a:

Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

1.3A.8.Re7b:

Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

1.3A.8.Re8a:

Apply appropriate personally developed criteria to evaluate musical works or performances.

1.3A.8.Cn10a:

Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

1.3A.8.Cn11a:

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

MU.6-8.1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
MU.6-8.1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU.6-8.1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
MU.6-8.1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
MU.6-8.1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact,

	variety, interest) to rehearse, refine and determine when the music is ready to perform.
MU.6-8.1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
MU.6-8.1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
MU.6-8.1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
MU.6-8.1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
MU.6-8.1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
MU.6-8.1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
MU.6-8.1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
TECH.9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.CS	Computing Systems
CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
	A computing system is composed of software and hardware.

PRE-ASSESSMENTS

Grades from previous year's choir/music class (if applicable)

Teacher informal assessment

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Perform the text of the music with correct pronunciation, in the style of choral singing and be able to describe the difference between singing vowels and spoken vowels (when applicable)
Student Learning Strategies	Teacher-led rehearsal, aural feedback from teacher, learning communities (sectional rehearsals)
Success Criteria	Successful performance of a piece of music
Formative Assessment (drives instructional decisions)	Teacher-directed informal assessment
Activities and Resources	Teaching Music Through Performance in Choir Vol. I, II, III, IV, V; King Singers Book of Rounds; Various choral sheet music (changes each year to meet needs of students); piano; speakers; harmony mp3 files created by the instructor and uploaded to Google Drive/Classroom; YouTube for performance examples and vocal demonstrations
Suggested Modifications	

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Sing the concert repertoire from memory with the correct pitches, rhythms, and expressive qualities
Student Learning Strategies	Teacher-led rehearsal, aural feedback from teacher, learning communities (sectional rehearsal)
Success Criteria	Successful performance of a piece of music
Formative Assessment (drives instructional decisions)	Teacher-directed informal assessment
Activities and Resources	Various choral sheet music (changes each year to meet needs of students); piano; speakers; harmony mp3 files created by the instructor and uploaded to Google Drive/Classroom; YouTube for performance examples and vocal demonstrations
Suggested Modifications	

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Apply definitions of musical concepts to the repertoire such as naming pitches, performing rhythms, or defining/translating performance directions
Student Learning Strategies	Teacher-led rehearsal, aural feedback from teacher
Success Criteria	Correct definitions/applications/understanding of musical terminology to concert repertoire
Formative Assessment (drives instructional decisions)	Teacher-directed informal assessment
Activities and Resources	Various choral sheet music (changes each year to meet needs of students); piano; speakers; harmony mp3 files created by the instructor and uploaded to Google Drive/Classroom; YouTube for performance examples and vocal demonstrations

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.